

Act, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

By Mr. MCCAIN:

S. 2255. A bill to amend the Internet Tax Freedom Act to extend the moratorium through calendar year 2006; to the Committee on Commerce, Science, and Transportation.

By Mr. BIDEN (for himself and Mr. MCCONNELL):

S. 2256. A bill to amend title I of the Omnibus Crime Control and Safe Streets Act of 1968 to provide standards and procedures to guide both State and local law enforcement agencies and law enforcement officers during internal investigations, interrogation of law enforcement officers, and administrative disciplinary hearings, to ensure accountability of law enforcement officers, to guarantee the due process rights of law enforcement officers, and to require States to enact law enforcement discipline, accountability, and due process laws; to the Committee on the Judiciary.

By Mr. BREAUX:

S. 2257. A bill to extend the temporary suspension of duty on Diiodomethyl-p-tolylsulfone; to the Committee on Finance.

By Mr. BREAUX:

S. 2258. A bill to extend the temporary suspension of duty on B-Bromo-B-nitrostyrene; to the Committee on Finance.

By Mr. TORRICELLI:

S. 2259. A bill to amend title 28, United States Code, to divide New Jersey into 2 judicial districts; to the Committee on the Judiciary.

By Mr. COVERDELL:

S. 2260. A bill to allow property owners to maintain existing structures designed for human habitation at Lake Sidney Lanier, Georgia; to the Committee on Environment and Public Works.

By Mr. SARBANES (for himself, Mr. ROBB, Ms. MIKULSKI, Mr. BAYH, and Mr. LIEBERMAN):

S. 2261. A bill to encourage the formation of industry-led training consortia, and for other purposes; to the Committee on Health, Education, Labor, and Pensions.

By Mr. LOTT (for himself, Mr. MURKOWSKI, Mr. CRAIG, Mr. COVERDELL, Mrs. HUTCHISON, and Ms. COLLINS):

S. 2262. A bill to amend the Internal Revenue Code of 1986 to institute a Federal fuels tax holiday; read the first time.

By Mr. LOTT:

S. 2263. A bill to amend the Internal Revenue Code of 1986 to institute a Federal fuels tax holiday; read the first time.

By Mr. ROCKEFELLER (for himself, Mr. JEFFORDS, and Mrs. HUTCHISON):

S. 2264. A bill to amend title 38, United States Code, to establish within the Veterans Health Administration the position of Advisor on Physician Assistants, and for other purposes; to the Committee on Veterans' Affairs.

By Mrs. HUTCHISON (for herself, Mr. BREAUX, Mr. LOTT, Mr. BROWNBACK, Mr. BINGAMAN, Mr. GRAMM, Mr. THOMAS, and Mr. INHOFE):

S. 2265. A bill to amend the Internal Revenue Code of 1986 to preserve marginal domestic oil and natural gas well production, and for other purposes; to the Committee on Finance.

By Mr. REED (for himself, Mr. DASCHLE, Mr. LEAHY, Mr. LAUTENBERG, Mr. SCHUMER, Mr. DURBIN, Mrs. MURRAY, Mr. KOHL, Mr. TORRICELLI, Mr. LEVIN, Mrs. BOXER, Mr. ROBB, Mr. KENNEDY, Mrs. FEINSTEIN, Mr. BIDEN, Mr. BYRD, Mr. KERRY, Mr. REID, Mr. INOUE, Mr. BRYAN, and Mr. BINGAMAN):

S. Res. 276. A resolution to express the sense of the Senate that the conferees on the Violent and Repeat Juvenile Offender Accountability and Rehabilitation Act should submit the conference report on the bill before April 20, 2000, and include the gun safety amendments passed by the Senate; to the Committee on the Judiciary.

By Mr. REED (for himself, Mrs. MURRAY, and Mr. SMITH of New Hampshire):

S. Con. Res. 97. A concurrent resolution expressing the support of Congress for activities to increase public awareness of multiple sclerosis; considered and agreed to.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. LIEBERMAN (for himself, Mr. BAYH, Ms. LANDRIEU, Mrs. LINCOLN, Mr. KOHL, Mr. GRAHAM, Mr. ROBB, and Mr. BREAUX):

S. 2254. A bill to amend the Elementary and Secondary Education Act of 1965, to reauthorize and make improvements to that Act, and for other purposes; to the Committee on Health, Education, Labor and Pensions.

PUBLIC EDUCATION REINVESTMENT, REINVENTION, AND RESPONSIBILITY ACT

Mr. LIEBERMAN. Mr. President, I rise today to offer a new plan for Federal education spending to refocus our national education policy on helping states and local school districts raise academic achievement for all children, putting the priority for federal programs on performance instead of process, and on delivering results instead of developing rules.

In broad terms, the public Education Reinvestment, Reinvention, and Responsibility Act—better known as the "Three R's"—calls on states and local districts to enter into a new compact with the federal government to work together to strengthen standards and improve educational opportunities, particularly for America's poorest children. It would provide states and local educators with significantly more federal funding and significantly more flexibility in targeting aid to meet their specific needs. In exchange, it would demand real accountability, and for the first time consequences on schools that continually fail to show progress.

From my visits with parents, teachers, and principals over this past year, it is clear that we as a nation still share a common love for the common school, for its egalitarian mission, for its democratizing force, and for its unmatched role in helping generation after generation rise and shine. Unfor-

tunately, we are asking schools to do more than they were designed to do, to compensate for disengaged parents and divided communities—for instructing teenage girls on how to raise their children while they try to raise the GPAs, to nourishing the bodies and psyches of grade-schoolers who often begin the day without breakfast or affection, to policing school halls for guns and narcotics.

At the same time that schools are trying to cope with these new and complex stresses and strains, we are demanding that they teach more than they have ever taught before in our history. The reality is that in this high-tech, highly-competitive era, there are fewer low-skilled industrial jobs available, and a premium on knowledge and critical thinking, meaning it is no longer enough to provide some kids with just a rudimentary understanding of the basics. Employers and parents alike with better teachers, stronger standards, and higher test scores for all students, as well as state-of-the-art technology and the Information Age skills to match.

It is a tribute to the many dedicated men and women who are responsible for teaching our children that the bulk of our schools are as good as they are, in light of these intensifying pressures. But the strain is nevertheless building, and with it serious doubts about our public schools and their capability to meet these challenges. Just this fall the Democratic Leadership Council, of which I am proud to serve as chairman, released a national survey showing that two-thirds of the American people believe our public schools are in crisis.

I was surprised by that high percentage, which may be skewed somewhat by lingering shock over the growing incidents of school shootings. But we must admit that our public schools are not working for a lot of our kids. And, as a result, I believe that our public education system is facing an enormously consequential test, which will go a long way toward determining our future strength as a nation. It is a test of our time whether we can reform and in some ways reinvent our public education system to meet these new demands, without compromising the old ideals that have sustained the common school for generations.

For us to pass this test, we have to first recognize that there are serious problems with the performance of many public schools, and that public confidence in public education will continue to erode if we do not acknowledge and address those problems soon. While student achievement is up, we must realize the alarming achievement gap that separates minorities from Whites and low-income students from their more affluent counterparts. According to the state-by-state reading scores of fourth-graders on the National Assessment of Educational

SUBMISSION OF CONCURRENT AND SENATE RESOLUTIONS

The following concurrent resolutions and Senate resolutions were read, and referred (or acted upon), as indicated: